PRESENTATION OF

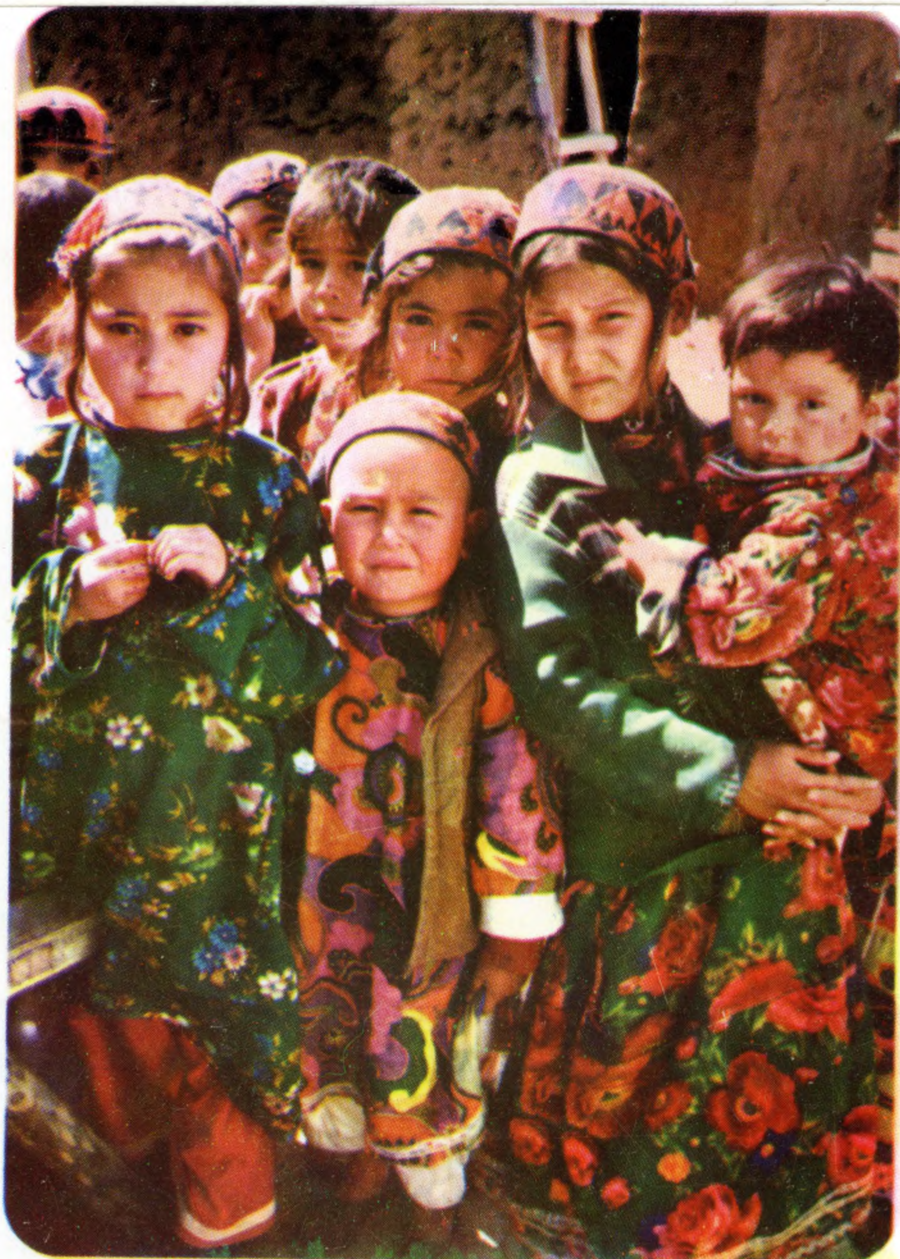
AFGHANISTAN EDUCATION COMMITTEE

دافغانستان د تعلیم او تربیی اداره

A PROJECT FOR PRIMARY SCHOOLS INSIDE

AFGHANISTAN

Peshawar, July 1984



THIS FOLDER IS PRODUCED BY MEMBERS OF AFGHANISTAN EDUCATION COMMITTEE. THIS COMMITTEE, BASED IN PESHAWAR IN PAKI-STAN, WAS FOUNDED RECENTLY, WITH THE AIM TO ESTABLISH PRIMARY SCHOOLS IN-SIDE AFGHANISTAN.

WITH THIS PUPLICATION WE WANT TO IN-FORM YOU ABOUT OUR WORK AND FUTURE INTENTIONS. AT THE SAME TIME, IT'S ALSO OUR HOPE THAT THIS INFORMATION WILL ENCOURAGE PERSONS, INSTITUTIONS AND ORGANISATIONS ALL OVER THE WORLD, WHO FEEL SYMPHATY AND RESPONSIBILITY FOR THE AFGHAN CAUSE, TO SUPPORT US FINANCIALLY IN OUR HUMANITARIAN EFFORTS IN THE FIELD OF EDUCATION INSIDE AFGHANISTAN. THANKS IN ADVANCE.

Ingemar Andersson

B Safi

Ingemar Andersson

Chairman of the Afghani-stan Education Committee, and director of the Swedish Committee for Afghanistan in Peshawar.

Prof. Batinshah Safi

Vice-chairman of the Afghanistan Education Committe, and former lectuer in University of Kabul, Afghanistan.

THE AFGHANISTAN EDUCATION COMMITTEE

INTRODUCTION

After five years of war in Afghanistan, where the goverment helped by the Soviets are dominating the main cities and main roads, and the rest of the country are liberated areas, i.e. never really dominated by the goverment, the civilian population has encountered many very serious problems. Among the acute problems are of course the lack of health care, shortage of food and clothes and defective transportation facilities. Afghanistan is even without the war a country where regions are partly isolated by rivers and mountains. Another serious problem is the scarcity of schools and education. Earlier, before the russian invasion, the goverment had programmes for health and literacy in rural areas, whereas all such activities now have been closed down.

The present situation in the liberated areas is that the population tries to continue their life as before, but unfortunately their ordinary existence is disturbed too often by bombarments,or by the army coming into the village looking for recruits for themselves or searching for freedom fighters supposedly hiding in houses, etc. Also, quite often arbitrary killings of the civil population are carried out as a revenge for a recent attack against the goverment/russians, or with the purpose just to scare the population.

Given the already difficult situation it is easy to understand that the village elders often decide to give up their life in the village and take refuge with their people in the neighbouring countries. The afghan refugee crowd is now the biggest in the world.

But still approximately 10 miljon afghans are living in the liberated areas inside Afghanistan. Despite their hard living conditions far too little has been done by the rest of the world to reduce their difficulties. There must be a change! To support these afghans is

today an important and obvious humanitarian matter. But not only that. Organized economical, social and cultural structures are also necessary to keep the resistance against the invaders and their puppets alive. Because without food, medical facilities, schools and the civil population as refugees in other countries, the freedom fighters will be like "fishes without water". And then, Afghanistan will be finished!

THE YOUNG GENERATION

The education has nowdays been reduced to simple religion teachings by the Mullah in the mosque (if the mosque still stands), otherwise in the open air. Books are very difficult to find and many of the would-be teachers in general subjects are now manning posts beside the road, waiting to ambush convoys of the goverment.

Whatever happens with the present and old generations, the new generation is the crucial resource for Afghanistans future. Afghanistan has a wide culture regarding literature, poetry, art music, songs, dances, sports and so forth. The main means of communication of these cultural treasures were father-to-son telling old tales. Many old philosophers have their roots in Afghanistan and what riches an afghan does not have in his pocket, he carries in his mind - traditions from a culture far older as a civilisation than most of the occidental civilisations. For an occidental mind first it takes some effort to understand all the feelings and old wisdom that are laid in afghan poetry and literature. But once the background is explained,one is ravished by the depth of its philosofical value.

While being developed into a modern direction and schools started to teach normal subjects around the country, this became a new facet of an old cultural tradition. However, the warfare of today prevents the transfer of the culture to the new generation in the old way, and it prevents the new generation from getting the chance to even read about it.

Today's young generation includes babies who already duck for cover when they hear an aeroplane, young children who must take the parents responsibilities for their younger sisters and brothers. Their way of thinking will self evidently be affected by the war, and they will lack the creativity of children who have grown up under calm (though hard) circumstances.

Today's threat to the new generation is a most serious threat to the Afghan nation as such. The future self evidently lies in the children, and at present it faces an immediate risk of constituting a destruction of an old civilization. The only way to counter this risk, is to provide schools. Not only for the teachings, but also to keep alive the intellectual communication between Afghans, belonging to the new generation. Schools would also be able to provide a regular life and self discipline, necessary for persons living under hard conditions

Many of the different resistance groups have realised this problem . They have done some efforts to establish educational committees, and each group of parties have printed some textbooks of varying quality. One problem is however that the books of one group is less acceptable to the other groups. Another problem is that the teachers have been left without any financial support (salarys). Also, due to the hard russian offensives all over Afghanistan in 1984, most groups have been more busy with the warfare then anything else. So the children children in Afghanistan are still left behind. There are teachers inside, but they lack the different kinds of teaching material, and they need some financial support to be able to perform their work.

THE AFGHANISTAN EDUCATION COMMITTEE

Situated in Peshawar, the Committee was established in December 1983 to canalize the educational needs of different areas into a developed education policy. Since then messangers and commanders have come to the Education Committee with applications for schools,

including counts of children and available teachers. So far (July-84) the Committe has received applications for about 160 schools with approximately 30.000 pupils in 14 different provinces. All political parties are represented in these different applications.

The Committee has been working on the basis of material from the earlier times and the newly produced books, in order to create something acceptable to all concerned parties and groups. In the teaching material no political slogans are raised. Mathematics is mathematics and literacy is literacy.

From the different areas the suggestions have been scrutinized, and the result is a decision about the form of teaching, the frames around it, and what material to be used. The class will need a blackboard, chalks, notebooks, pens, pencils, ink, slates and of course books. The teacher will have a salary of 35-40 US-dollar per month, and transportation of the equipment to the area will be paid. Since the classes sometimes will have to move along with the people, depending on when they are bombed, and schoolbuildings are valuable targets for the russians, no houses can be built. The teaching will be in any available location...existing buildings, tents, caves, or open air. In the beginning it's a question of primary schools, form 1-3, but later on the Committee intends to extend its projects to include even form 4-6. Inspection-teams will be sent regularily, and information will be collected in order to help the teachers with better advice in the future, and to report back to the donors.

In the Committee persons of different background work together in a project group. Among the so far involved in the Education project are professor Batanshah Safi (Pashto, Dari), doctor Gazi Alam (pashto, Dari), Mrs Romey Fullerton (British Support Committee), Mr Abdul Samad Qaderi (Pashto, Dari), Mr Ingemar Andersson (Swedish Committee), Mr Massoud Khalili (Dari), professor B. Majrooh (Pashto, Dari), Mr Johan Fägerskiöld (Swedish Committee). Also others have taken interest in the project, but due to their official status in organizations working among the refu-

gees in Peshawar, the prefer to be unnamed.

In the future the daily work will be carried out by three qualified, respected and accepted employed Afghans, plus one half-time working Westerner, who will also be the chairman of the Committee. The other members of the Committee will functioning as an advisory and controlling board. This board will also be open for all presumptive donors.

FINANCIAL SUPPORT

Schools are needed, applications are received and the Education Committee is prepared to start its work. The only thing wich is missing is the economical resources!

For that purpose we now turn our hands, hearts and requests to persons, organisations and institutions in different countries all around the world. Afghanistan and its children needs your support and the Afghanistan Education Committee is ready to be the tool, by establishing primary schools in Afghanistan.

However, by an initial donation from the Swedish Committee, the first projects will start in the beginning of september this year, consisting of 43 schools in 7 provinces. But this initial donation is enough only for 4-5 months, so to implement this programme we certainly need more financial support.

And of course, hopefully this is just a first step, a small beginning. If financial support is provided, the Education Committee will be able to initiate hundreds of schools in Afghanistan.

FUNDS CAN BE TRANSFERED TO GRINDLAYS BANK IN PESHAWAR, PAKISTAN, AT ACCOUNT NR:28482293I ON THE NAME OF AFGHANISTAN EDUCATION COMMITTEE

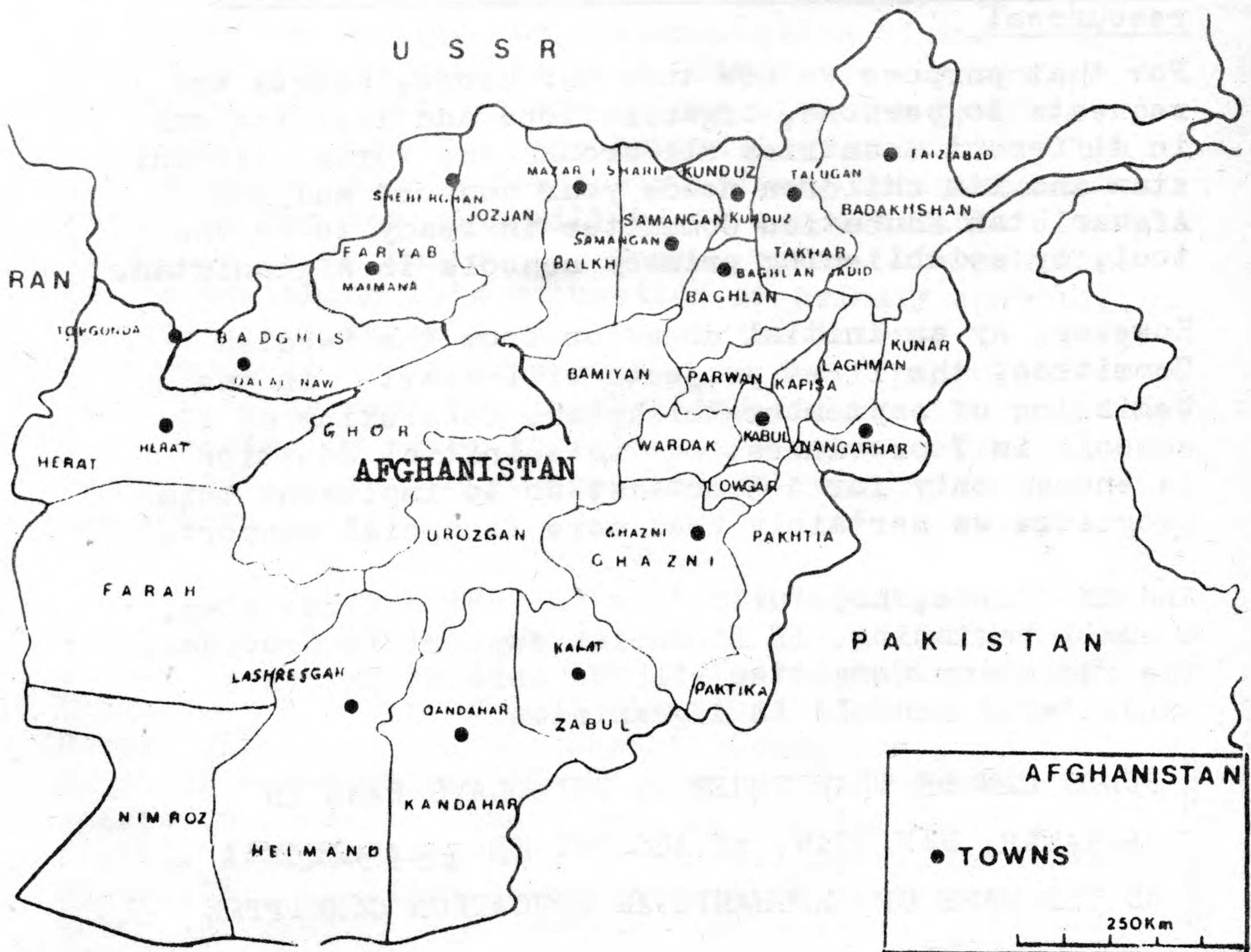
If money are sent, we kindly request you to write a message to the Committee to confirm the transer.

The address is:

Afghanistan Education Committee
University Post Office
Post Box 796
Peshawar
Pakistan

At the moment the Committee has no telephone, but for further information and other things, please call the Swedish Committee in Peshawar, 0521 - 41247.

There you can talk to either professor Batinshah Safi, who is employed and responsible for the daily work, or Mr Johan Fägerskiöld and Mr Ingemar Andersson.



ORGANIZATION, RULES AND ROUTINES OF AEC

The Education Committee has four branches:

1. The administrative branch, conducted by the vice chairman, has to regulate and consider the work of the other branches (teaching, financial, monitoring). This branch is also responsible for contacts with the donors, send them reports, and so forth.
2. The teaching branch has to provide the schools with the material they need. It is responsible for the curriculum work.
3. The financial branch has the responsibility for all payments, bookkeeping, economical reports and similar.
4. The monitoring branch have the responsibility of controlling the schools. For this purpose provincial representatives will be appointed, spending most of their time inside Afghanistan. These inspectors will also function as messengers between the Committee in Peshawar and the schools inside.

Timetable, form 1-3

First class:	Subject	hours/week
	1. Qaida Baghdadi (= previous knowledge of studying the Holy Qoran).	5
	2. Mathematics	5
	3. Religion	4
	4. Language	5
	5. Writing	4
	6. Drawing	1
		24

In first class teaching is 4 hours per day. Each hour is 45 minutes.

Second class:	Subject	hours/week
	1. First part of Holy Qoran	6
	2. Religion	6
	3. Mathematic	6
	4. Language	6
	5. Writing	5
	6. Drawing	1
		30

In second class teching is 5 hours/day.

Third class:	Subject	hours/week
	1. 2nd, 3rd....part of Holy Qoran	6
	2. Religion	6
	3. Mathematics	6
	4. Language	6
	5. Writing	5
	6. Drawing	1
		30

In second class teaching is 5 hours/day.

Some policy-statements concerning the schools:

1. The Education Committee wants to give the possibility to the children of Afghanistan to attend education in primary schools . The age for entering the schools is between 6-9 yeras old.
2. The number of pupils in each class is 30-45, and each class has a teacher.
3. The teacher should have a good character and should be accepted by the mujaheedin and the people of the area.

4. During his work the teacher may not talk in favour of an individual party.

5. Teachers who are members of Khalq or Parcham are not allowed to teach in the schools.

6. Among the teachers in a schools, one of them should be a Maulavi, mainly for religious techings. The Maulavi should also be able to read and write.

7. The headmaster of a school, who's also a teacher, has the responsibility for the discipline in the school and the preservation of the equipment.

8. The monthly salary for a teacher is 3.000 afghanis and for the headmaster 3.200 afghanis.

Rights and responsibilities of the teaching staff:

1. A teacher who has been accepted by the Committee and performs his work receives a monthly salary.

2. The teacher has the responsibility regarding the attendance of the pupils in the class.

3. A teacher who gives up his job within two weeks does not get any salary.

4. A teacher who's been absent for one month without any acceptable reason (like sickness) might loose his job.

5. A teacher who's sick for two months will have his salary during that period, but after that he might loose his job and be replaced by somebody else.

6. A teacher who's not capable in teaching will loose his job.

7. A teacher has the right for salary during the three-months-vacation.

8. The headmaster has to give a monthly report to the provincial representative, concerning the attendance of the teachers and the pupils.

9. In provinces where shools are established there should be a provincial representative of the Committee, who supervises the schools of his province.

Monitoring:

1. The provincial representatives have to control the schools, and to provide the Committee with regular reports.

2. Information about the schools and the teachers will also be provided regularily by commanders and civilians from the area.

3. Journalists and similar persons will also be able to visit and report about the schools.

Vacations, examinations etc...

There are two kind of schools: a) the schools in hot weather areas and b) the schools in cold weather areas.

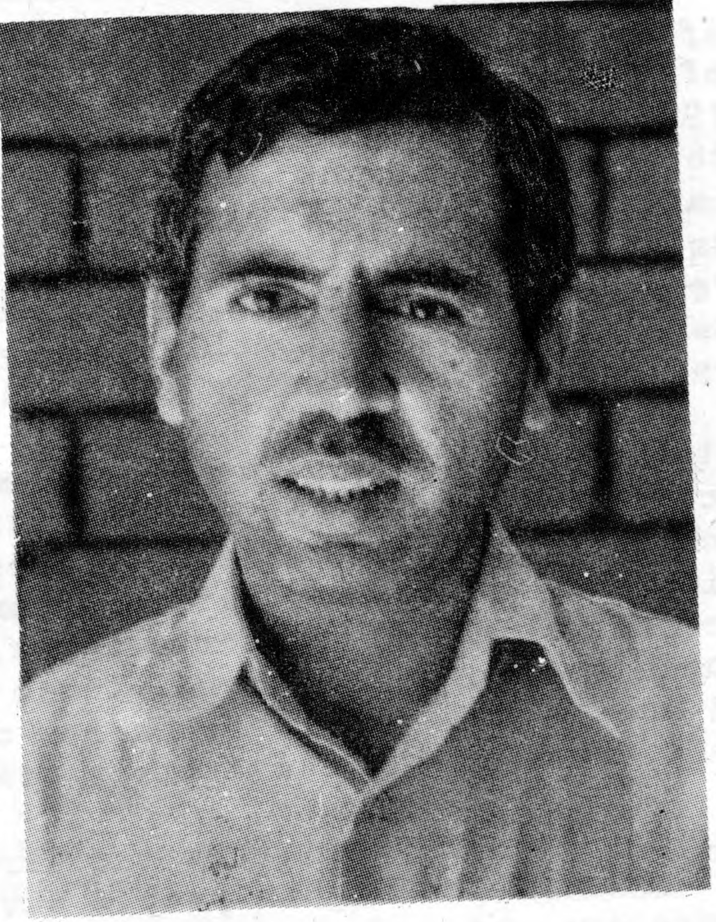
a) The schools in hot weather areas start 8th of September and continues till 5th of June (9months). These schools have two terms of examination. The first is between 7th-16th of January, wich follows by two weeks of vacation. The second examination is between 25th of May till 5th of June, wich is followed by a three months summervacation.

b) The schools in cold weather areas start 21th of March and continues till 21st of December (9months). These schools have two terms of examination. The first is between 6th - 15th of July, followed by a two weeks summer vacation. The second examination is between 11th - 20th of December, wich is followed by a three months wintervacation.



SHORT REPORT ABOUT EDUCATION IN AFGHANISTAN

(by professor Batimshah Safi, former lectuer at University of Kabul, now vice-chairman of Afghanistan Education Committee)



When Noor Muhammed Taraki got the power by a gloomy coup d'etat in Afghanistan after a short time the communistleaders made organisations of youth-communists in all over Afghanistan.

In the cities, districts and subdistricts the schoolmasters and the vice-principals, all of them got administrative and political assignments by the goverment. Conferences and meetings were held in the schools and in these conferences and meetings, conducted by the Khalq and Parman parties, communist-teachers talked in favour of communism and Russia. The students and teachers who were not members of Khalq and Parcham party were put on pressure to give speeches and read/write poems in favour of communism.

The civilians often had to take part in these meetings. The people who forbeared to take part in the meetings were insulted, considered as anti-revolutionary elements, imprisoned or killed by the Khalqis or Parchamis at the schools. In short; the schools became the maincenters of communist propaganda.

Additionally, many of the people, like teachers, professors, elders, head of tribes, engineers, judges and other innocent people who were not members of

the communist parties, were arrested and many times killed by the schoolmasters. For these different reasons the oppressed people of Afghanistan began to dislike schools. They became something hostile.

After the Soviet invasion of Afghanistan in the end of 1979 many people took refugee in Pakistan. In April 1980 when I came to Pakistan and met the children of the refugees in the camps, I thought about their education. Therefore I started The Education Office, wich established 300 primary schools in refugeecamps around Peshawar (Kohat, Hangu, Sada, Bajaur) and some in Baluchistan. Additionally, a high-school for Afghan refugees was created by this Education Office.

At the same time as The Education Office continued its activity in Pakistan, we also established some primary schools inside Afghanistan, especially in Kunar and Ningrahar provinces. But unfortunately, due to lack of economical resources for salarys, transportationscosts, books and other equipment, these schools inside declined one by one, and there is now only a very few schools left, working under extremely poor conditions.

During the six years from the Taraki coup d'etat the children of the Afghan people have been deprived of education and a whole generation is now growing up in illiteracy. So, something has to be done. The people of Afghanistan are now more and more expressing their depth uneasiness for having no facilities of education. Because of this reason some even took refugee in Pakistan.

Due to the mentioned need Afghanistan Education Committee was founded in Peshawar in December 1983. The aim of the Committee is to establish primary schools inside Afghanistan. So far this Committee has received applications for 160 schools in 14 different provinces. The only impediment to start up these projects are the lack of money. For that reason we leave our requests to to friendly and peaceloving persons, organisations and countries in the rest of the world. We need your support and cooperation to get rid of the distress of illiteracy among the future Afghan generation.

SUMMARY OF A 12-MONTHS BUDGET, REGARDING THE INTIAL PROJECTS OF 43 SCHOOLS IN 7 PROVINCES OF AFGHANISTAN

	rupies	US dollar
A. Base of Administration: This post includes salarys for three persons employed, running expenses for the office, house-rent, moveables, furnishing....	166.000	11.855
B. Teacher-salarys: The salary for one teacher is 3.000 afghani, wich is equal to 450 rupies. 115 teachers x 450 x 12 months	621.000	44.360
C. Material - Equipment: This post includes books (in Dari and Pashto), notebooks, pencils, pens, ink-inkpots, blackboards	165.600	11.830
Transportationcosts: The transportationscosts varies dependent of where in Afghanistan you are going. We are at that following the rates set up by the political parties in Peshawar	77.905	5.565
E. Reserve for unexpected costs:	20.000	1.430
TOTAL EXPENSES:	1.050.505	75.040

AFGHANISTAN EDUCATION COMMITTEE
UNIVERSITY POST OFFICE
BOX 796
PESHAWAR
PAKISTAN
GRINDLEYS BANK, PESHAWAR
A/C 2848 22931

